

U.S. Department of Education
2011 - Blue Ribbon Schools Program
A Private School

School Type (Public Schools): ☐ ☐ ☐ ☒
(Check all that apply, if any) Charter Title I Magnet Choice

Name of Principal: Sister Donna Marie O'Brien, O.P.

Official School Name: St. John the Apostle School

School Mailing Address: Valley Road
 Clark , NJ 07066-1901

County: Union State School Code Number: 060

Telephone: (732) 388-1360 E-mail: dmobrienop@sjanj.org
Fax: (732) 388-0775 Web URL: www.sjanj.org

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

_____ Date _____
(Principal's Signature)

Name of Superintendent*: Reverend Monsignor Kevin Hanbury Superintendent e-mail:
hanburke@rcan.org

District Name: Archdiocese of Newark District Phone: (973) 497-4260

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

_____ Date _____
(Superintendent's Signature)

Name of School Board President/Chairperson: Mrs. Laurie Sheldon

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

_____ Date _____
(School Board President's/Chairperson's Signature)

**Private Schools: If the information requested is not applicable, write N/A in the space.*

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

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The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2010-2011 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2005.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2006, 2007, 2008, 2009 or 2010.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

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All data are the most recent year available.

DISTRICT

Questions 1 and 2 are for Public Schools only.

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Suburban

4. Number of years the principal has been in her/his position at this school: 30

5. Number of students as of October 1, 2010 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total			# of Males	# of Females	Grade Total
PreK	8	12	20		6	23	29	52
K	14	21	35		7	23	19	42
1	13	22	35		8	17	29	46
2	20	18	38		9	0	0	0
3	17	19	36		10	0	0	0
4	21	27	48		11	0	0	0
5	24	17	41		12	0	0	0
Total in Applying School:								393

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
5 % Asian
9 % Black or African American
12 % Hispanic or Latino
1 % Native Hawaiian or Other Pacific Islander
72 % White
1 % Two or more races
100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the 2009-2010 school year: 2%

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred <i>to</i> the school after October 1, 2009 until the end of the school year.	4
(2)	Number of students who transferred <i>from</i> the school after October 1, 2009 until the end of the school year.	5
(3)	Total of all transferred students [sum of rows (1) and (2)].	9
(4)	Total number of students in the school as of October 1, 2009	389
(5)	Total transferred students in row (3) divided by total students in row (4).	0.02
(6)	Amount in row (5) multiplied by 100.	2

8. Percent limited English proficient students in the school: 3%

Total number of limited English proficient students in the school: 11

Number of languages represented, not including English: 6

Specify languages:

Spanish, Polish, Ukraine, Haitian, Egyptian and Portuguese

9. Percent of students eligible for free/reduced-priced meals: 10%
 Total number of students who qualify: 38

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 20%
 Total number of students served: 78

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>1</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>9</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>25</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>41</u> Speech or Language Impairment
<u>1</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>1</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>18</u>	<u>1</u>
Special resource teachers/specialists	<u>1</u>	<u>9</u>
Paraprofessionals	<u>0</u>	<u>0</u>
Support staff	<u>4</u>	<u>5</u>
Total number	<u>24</u>	<u>15</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1: 22:1

13. Show the attendance patterns of teachers and students as a percentage. Only high schools need to supply graduation rates. Briefly explain in the Notes section any student or teacher attendance rates under 95% and teacher turnover rates over 12% and fluctuations in graduation rates.

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Daily student attendance	97%	97%	97%	97%	97%
Daily teacher attendance	98%	98%	99%	98%	98%
Teacher turnover rate	8%	0%	4%	8%	4%
High school graduation rate	0%	0%	0%	0%	0%

If these data are not available, explain and provide reasonable estimates.

14. For schools ending in grade 12 (high schools): Show what the students who graduated in Spring 2010 are doing as of Fall 2010.

Graduating class size:	<u>0</u>
Enrolled in a 4-year college or university	<u>0%</u>
Enrolled in a community college	<u>0%</u>
Enrolled in vocational training	<u>0%</u>
Found employment	<u>0%</u>
Military service	<u>0%</u>
Other	<u>0%</u>
Total	<u>0%</u>

Inspiring mind and soul, Saint John the Apostle School in Clark, New Jersey, a Middle States Association accredited school, is a faith centered academic community based on the teachings of the Roman Catholic Church. Committed to serving all regardless of race, nationality, or religion, Saint John the Apostle School's goal is to focus on academic excellence as well as instill spiritual, moral, and social values to prepare students for the future.

The people of Saint John the Apostle School community form the cornerstone of its success. The principal, faculty, and students share in the process of learning from each other. The students are the community's most valuable asset, capable of achieving their potential when given the proper guidance and support. A child's self-esteem is essential to success and must be supported by parents and the school.

Saint John the Apostle School shares its identity of school spirit and camaraderie. From the moment you enter the doors of the school, you feel the presence of God's love. This is particularly apparent in the main building of the campus, as the church is located within the school. The spiritual nature of the school is enhanced by its traditions that strengthen its roots and heritage. The exploration of morals and values is shared with the school community each month as reiterated by the principal after mass. The students are welcomed in September by special blessings bestowed upon them by the parish priests. Traditions continue with a Thanksgiving presentation given by fourth grade students for parents. A highlight of the Christmas season is the first grade play, *The Shiniest Star*, which reenacts the birth of Jesus. In June eighth grade students pass on the responsibilities and memories of the Saint John the Apostle School experience to the incoming class in a special candlelight ceremony at the Baccalaureate Mass. Honor Roll and academic accolades are continuously awarded and acknowledged in front of the school community.

Community outreach strengthens the bond between student and community. Each month the student government designates a cause to donate their time, talent, and treasure. When a national crisis occurs, students donate service or money to the cause. Students partner with programs on a national and local level. Programs and organizations, such as "Lamp for Haiti", Breast Cancer Awareness, Autism Awareness, as well as local school and community families in need are supported. Students learn that there are many who are much less fortunate than themselves.

The Saint John the Apostle School's student body is comprised of a culturally, spiritually, and academically diverse community with origins as unique as each individual. It is this diversity that sets Saint John the Apostle School apart from other parochial schools in the area. Pride in one's individuality fosters a strong sense of self-esteem which develops the whole child, inspiring mind and soul.

The success of the school is exemplified through its leadership. The principal knows each and every one of the 393 students by name. The knowledge and wisdom that personifies the principal is demonstrated in her efforts to ensure that everyone can learn in a safe, nurturing, and spiritual environment. Once this foundation is established, the dedicated faculty begins their journey of intellectual growth with their students.

Over 26 faculty members cumulatively have an average of 16 years teaching experience. This "strength in numbers" is believed to have a profound effect in the outcome of student achievement. Aware that no two children learn alike, differentiated instruction of various modalities enhance the learning environment for the student. Best Practices are incorporated in lesson plans adhering to diocesan, national, and state standards. As the community of learners is academically diverse, the use of technology in every classroom is another critical tool for learning. SmartBoard technology, laptops, audio/visual equipment,

and a newly enhanced computer lab are just a few of the ways instruction is supported. From the primary grade learner to the middle school student, technology facilitates the learning process.

As parents are the primary role models for their children, it is not unusual to see their presence throughout the school. Parents supervise in the lunch program, serve as library aides, classroom aides in the preschool, and spearhead a multitude of fundraising campaigns throughout the year. The very active Parent-Faculty Guild donates a tremendous amount of time and talent to the bottom line success of the school.

The strengths of the administration, faculty, and students together form a bond quite unique to Saint John the Apostle School. This fusion creates a foundation rich in spirituality, values, and high performing academics. Individually these qualities are the core of the success of Saint John the Apostle School. Together this harmony establishes Saint John the Apostle School as worthy of Blue Ribbon status. . . to inspire mind and soul.

1. Assessment Results:

Assessment is a valuable tool to help measure the individual ability and achievement of the students. Saint John the Apostle School administers the TerraNova, Third Edition, which is a nationally norm referenced test published by CTB McGraw-Hill. This has been the assessment used by all schools in the Archdiocese of Newark, New Jersey. The Third Edition was first used in 2008-2009 while the TerraNova, Second Edition, was administered in the preceding three years. The TerraNova Complete Battery is given to all students in grades kindergarten, one, two, four, and six. The TerraNova Multiple Assessment is given in grades three, five, and seven. The Multiple Assessment version includes both selected response and constructed response items. Both tests are administered during the month of March each year. The reading section measures a variety of objectives such as basic understanding, word meaning, analyzing text, and evaluating extended meanings. The mathematics section assesses such objectives as estimation, patterns, functions, number sense, geometry, algebra, and data interpretation through computation and problem solving.

Saint John the Apostle School administers the TerraNova InView Test of Cognitive Skills to all students in grades two through seven. The InView portion of the test is one that evaluates the cognitive ability of the student and his or her potential for learning versus achievement. The results of the test enable the teacher to address the differentiated needs of individuals in each of the classes which is necessary to reach a diverse population. These assessments provide an overview of a student's academic progress as well as the performance of the school as a whole.

The success of the school is due to the emphasis placed on developing an instructional plan to reach all students. Teachers meet to discuss and analyze the results of the TerraNova. The faculty is able to access results at the touch of a key with TestMate Clarity. This computer program allows the teacher to look up test results of an individual, a group, or the whole school. Previous years' test results are able to be accessed for comparison purposes. Through this process this program can also identify the objectives that need to be worked on as well as the ones that have been mastered. Therefore, an instructional plan can be developed with a specific strategy for the following school year to ensure academic success of the individual student, specific grades, and the school as a whole. For instance, a decrease in grade six mathematics scores in 2009-2010 was apparent. Staff analysis of this data led to discussing the possible reasons for this decline such as an influx of new students to grade six or the changing learning profile of the class. Steps were included in the yearly action plan with the goal of raising the grade six scores in this area.

Using the National Percentile (NP) of the Mean Curve Equivalent (MNCE) of the TerraNova test, the results of the scores in reading and mathematics are analyzed for grades three through seven. Test data is available for kindergarten through grade two, however, there are no Blue Ribbon comparison requirements given to measure below grade three. The evidence indicates that the scores have been consistently strong. The five year trend has been one that exhibits stability and high performance. The mean scores for both reading and mathematics in grades three through seven have generally fallen between the 75th and 85th national percentile for the past five years. The scores for 2009-2010 are all above the minimum Blue Ribbon required cut scores with some ranging as high as 10 to 18 points over the requirements. The evidence supports the high performance of students at Saint John the Apostle School. The inspiration of mind and soul is evident in these findings.

2. Using Assessment Results:

TerraNova provides a comprehensive analysis of individual, grade, and school results. The faculty meets at the end of the school year and uses the assessment data to develop a summary of strengths and weaknesses. This summary is used to formulate an action plan implemented the following academic year.

The results of the test are used to enhance instruction, to provide information about student achievement and growth, and to examine the yearly progress of the students. An action plan is devised which should help strengthen students' weaknesses, challenge the under achiever, enhance the enrichment of above average students, and guide efforts to meet the needs of a diverse student population. This extensive analysis plays a key role in keeping the parents informed of their child's progress.

With respect to the individual student, the results give each educator an academic profile that can be used as one indicator to determine a child's strengths and weaknesses. Along with classroom performance, this profile indicates if a child is achieving at, above, or below his or her potential. Furthermore, individual reports can encourage enrichment or identify a specific skill that needs additional instruction. This enables the teacher to advise both administration and parents on the most beneficial method to educate the individual student.

These results are used in subsequent grades to ensure students' progress. If a weakness is identified, the information can be passed to the next teacher who can continue to develop and strengthen that skill. The faculty can determine the effectiveness of instruction over the past year and can make adjustments to improve through the next year. Course selections in professional development, in-service training, and seminar attendance can be targeted to help the staff improve on specific areas of weakness throughout the school.

3. Communicating Assessment Results:

Saint John the Apostle School communicates assessment results of all students to parents six times a year through written reports. The principal will meet with a student who is exhibiting academic or behavior issues that may interfere with his or her success. An improvement plan is made with the student, parent, and teacher. Report cards are distributed three times a year. At the time of distribution the principal meets with each student individually and discusses the student's progress. Teacher conferences are held once a year and parents have the opportunity to request individual appointments with their child's teacher. TerraNova testing provides the parents and teacher with individualized reports that can identify the student's strengths and weaknesses. Teachers also provide parents with the student's individual work. Children in grades kindergarten through five receive folders that contain the assessed papers. The middle school uses grade sheets and portfolios to communicate the assessed progress of the students. The parents can send an e-mail to the student's teacher to get an updated report on his or her progress.

All homework is posted on line through SchoolNotes.com. The school is in the process of adopting PowerSchool, an online program enabling parents to view their child's progress.

The TerraNova tests are administered in grades kindergarten through seven in March. The results are distributed and explained by the principal to the parents via a Microsoft PowerPoint presentation during a Parent-Faculty Guild meeting in May. The principal encourages parents whose children have low scores to meet with their child's teacher to discuss specific objectives that need strengthening. The parents can request an evaluation for remedial services. After school and summer tutoring are available. Test data for both the school and local deanery is provided to the School Advisory Board. The teachers track each student's progress year by year to ensure growth.

4. Sharing Lessons Learned:

Saint John the Apostle School shares its successes through the principal's monthly newsletter, newspaper articles, the website, and the parish weekly bulletin. Open houses are held throughout the year and prospective parents witness firsthand the quality education offered at Saint John the Apostle School. Teachers attend diocesan in-service workshops where Best Practices are shared. The principal and faculty members serve on Middle States Association of Colleges and Schools Commission of Elementary Schools visiting teams. The principal meets monthly with the School Advisory Board and the Parent-Faculty Guild to provide updates on the accomplishments in the school. The principal also shares this information at area deanery principals' meetings.

The excellence of Saint John the Apostle School is validated by awards students receive through participation in competitions. Grade eight students compete in Roselle Catholic Scholastic Olympics and consistently place first or second in a field of over two hundred students. The Forensic team wins awards in the area of public speaking. The Schola Choir of Saint John the Apostle School placed first in the adjudication at Kutztown University and has traveled throughout the tri-state area to perform in public venues. Twenty-five percent of the student population qualified for participation in the Johns Hopkins Talent Search. Students in all grades participate in area civic contests which demonstrate their talent in art, essay writing, and public speaking. The school hosts annual fine arts presentations open to the community which showcase students' talent and creativity in music and art.

Scholarships are awarded by area high schools and are published each June. Last year's graduating class won \$255,800.00 in scholarship money. Additionally 90% of the graduating students who applied to the Union County Magnet Schools, an honor awarded to the brightest students in the county, were accepted. Twenty-eight percent of the graduating class received the Presidential Award for Excellence. Saint John the Apostle School students are recognized in the local high schools as high achieving students and are often placed in honor classes.

Each year Saint John the Apostle School registers new students into all grades. The school has a reputation for excellence in the geographic area and families of students currently enrolled market the school effectively to others.

Candidacy as a high performing Blue Ribbon School has heightened awareness of the school within the community. This recognition further supports the achievements and accomplishments of the students, faculty, and administration.

1. Curriculum:

Curriculum is driven by the needs of the students of Saint John the Apostle School, changing and adapting on an on-going basis. The Archdiocese of Newark Curriculum Guide in addition to national and state standards are tools used to enhance the comprehensive instructional program ensuring that each student experiences a varied mix of content, methodology, and performance assessment. Each year as standardized testing and trends in education change, the faculty assesses the strengths and weaknesses of the student body to determine the current effectiveness of the curriculum. At the close of the school year, students' progress is determined and shared with the next grade level teacher to allow for needed changes in curriculum mapping. The needs of the challenged student are met by inclusion teachers and the support of a dedicated faculty and administration. In addition, these students receive support through state funded programs pursuant to Chapter 192 and 193.

Religious Studies – The purpose of the religion program is two-fold: to instruct the students in their knowledge and understanding of the teachings of the Roman Catholic Church and to provide guidance in the way they live their lives. Classes are responsible for preparing monthly liturgies as well as para-liturgies for various celebrations during the school year. Students engage in various outreach programs. A Family Living Program is part of the Religious Studies Curriculum for grades one through eight.

Reading/Language Arts – Students develop skills to become proficient writers and effective communicators through this curriculum. A variety of thematically appropriate activities is utilized to enhance the ongoing process of reading, writing, speaking, viewing, and listening. The reading program incorporates higher order thinking skills through the genre study of novels, poetry, drama, and the short story. The combination of these subject areas creates a well-balanced language arts curriculum.

Mathematics – Mathematics instruction includes experiences that are concrete, semi-concrete, and abstract to introduce, develop, and master concepts. Mathematic journals are included to enhance the students' understanding of these concepts. Students are homogeneously grouped for mathematics in grades seven and eight. Algebra is offered in grade eight for qualified students.

Science – The goal of the science program is to help students develop the skills they need to think like scientists in their pursuit of understanding. Through the study of earth, physical, and life sciences, the students explore the world around them. Laboratory, cooperative learning activities, and multimedia technology encourage students to discover, question, explore, investigate, analyze, and evaluate. Students are homogeneously grouped for science in grades seven and eight.

Social Studies – In the area of social studies, students are encouraged to broaden their awareness of their community, their state, and the world. Students study ancient world civilizations, Latin America, Canada, United States history, and world geography. A focus on current events is included at all grade levels. Additionally, an emphasis is placed on the hands-on creative learning experiences of social studies through the Junior Achievement Program.

Fine Arts – The Fine Arts department of Saint John the Apostle School consists of music and art classes as well as a Schola Choir. This encourages creative expression, multicultural awareness, and originality. Both the art and music departments have computers in the classroom with Internet access to supplement instruction. Instrumental music instruction is offered to students who wish to pursue this study. An annual Christmas Concert showcases the musical talent of younger students while middle school students demonstrate acting abilities in fall and spring musical theater. Each spring an in-house gallery displays students' artistic endeavors and a music concert highlights instrumental skills.

Physical Education/Health – The Physical Education program at Saint John the Apostle School is designed to improve skill levels, increase fitness levels, and encourage teamwork. Students are assessed on their abilities and performance. The Health program has been developed for students in grades four through eight. The student curriculum comprises topics such as physical, emotional, and social health, physical anatomy, hygiene, peer pressure, and substance abuse.

Computer Science – Computer competency, keyboarding, word processing, data base management, spreadsheets, multimedia research, and telecommunications are offered to students. Students in grades kindergarten through four receive instruction once a week. Grades five through eight are instructed in a ten week course. Their focus of computer skills is in real world computer applications. Students in grades four through eight use laptop computers to enhance classroom activities.

Foreign Language - All students in kindergarten through grade eight experience Spanish through weekly classes. The primary goal is to motivate foreign language learning through listening, comprehension and verbal communication skills with a strong emphasis on grammar and vocabulary. Saint John the Apostle School is in compliance with the program's foreign language requirements.

2. Reading/English:

The reading curriculum at Saint John the Apostle School is enriched with integrating reading, writing, speaking, listening, and viewing skills as prescribed by the national and state standards. Grades kindergarten through six use the Macmillan/McGraw-Hill series *Treasures* for reading instruction. Grades seven and eight utilize Prentice Hall's *Language and Literacy Series* as the foundation for reading instruction. The approach to integrating reading and language arts is holistic and thematic in nature, with consideration for the needs of the individual student and a desire to increase proficiency. Although reading and the language arts are integrated throughout the curriculum, the instruction focuses on "fine-tuning" the skills necessary to become the readers and writers of the future.

As comprehension is the foundation of academic success, the emphasis on daily reading instruction is apparent from the pre-school level to grade eight. Kindergarten through grade two incorporates approximately 160 minutes of Integrated Reading and Language Arts instruction daily. In grades three and four, 115 minutes of daily Integrated Reading and Language Arts is taught. In grades five through eight more than 90 minutes a day are devoted to this instruction. The teaching of comprehension techniques, vocabulary skill building, phonics, the writing process, grammar, spelling, genre and novel study, skills reinforcement, and literary appreciation are spiraled from grade level to grade level.

An emphasis is placed on using literature that is both grade appropriate and high in quality. In an effort to motivate, it is not unusual to see readers' and writers' workshops in the classrooms where differentiated instruction is strengthening skills. In all grades, independent reading programs, SSR (Sustained Silent Reading), book clubs, and "Book-It" provide enrichment opportunities for the independent reader. The upper grades have a Book Club lunch with the teacher to discuss and share books that are new and interesting to the student population. Upper grade students not only write their own books, but share them with students of lower grades to motivate and inspire the love of reading. Creating awareness in literacy and motivation has been a topic highlighted in recent Parent-Faculty Guild guest speaker lectures.

3. Mathematics:

The mathematics curriculum is based on the Archdiocesan Curriculum Guide, NCTM, (National Council of Teachers of Mathematics) standards, and the New Jersey Core Content Curriculum Standards. Saint John the Apostle School's mathematics curriculum encompasses concepts in problem solving, number operations, patterns, data and probability, measurement, geometry, and algebra. A variety of methods are used to introduce, develop and strengthen these mathematical concepts. These strategies vary from drills in computation, acting out problems, use of manipulatives, problem solving, writing using mathematical vocabulary and justifying steps, and cross curricular skills for mathematics in everyday use. Technology

supports the mathematics curriculum to help develop and enrich skills utilizing computers, e-beams, SmartBoards, Smart Response interactive response system, wireless slates, and digital document readers.

Students are homogeneously grouped for mathematics in grades seven and eight. One full year of algebra is offered in grade eight for qualified students. Students that are classified and in need of extra help in mathematics receive in class support with an inclusion teacher provided by the Union County Educational Services Commission. Based on low test scores in mathematics, students can receive additional help in basic skills through the Chapter 192 program provided by the state through the Union County Educational Services Commission. This is a pull-out program. There is a Title I afterschool mathematics program for students in grades one through eight. Summer mathematics tutoring is available for any child that needs assistance. Classroom teachers are available for afterschool help.

Basic skills are spiraled from grade level to grade level. This is done with flash cards and drills at the elementary level. The middle school has basic skills class at least once a week for 30 minutes. This allows for reinforcement of any skills not mastered.

Mathematic department meetings are held three times a year to discuss concerns and measure progress occurring throughout the school. The faculty shares ideas of how to motivate the students and devises new ways to strengthen mathematic skills.

4. Additional Curriculum Area:

Saint John the Apostle School's technology program prepares students to become tech savvy and completely comfortable with the latest tools available. Through classroom/curriculum integration and specialized classes students are using the latest technology equipment and software. SmartBoards and eBeam interactive whiteboards are used in kindergarten through grade eight for stand alone use or in combination with a computer/laptop, a Smart Slate or a digital document reader. Smart Response, a hand held answering device, creates an enjoyable interactive lesson. The Smart Response can track whole class instructional effectiveness as well as detect individual strengths and weaknesses. Professional development workshops are provided to enable the teachers to maximize equipment use with ease.

All Saint John the Apostle School students have individual passwords and individual network drives. This enables the student to use and access his or her work on any desktop or laptop within the Saint John the Apostle School network. This drive is the student's for his or her tenure at Saint John the Apostle School and may be used by teachers to track progress from one grade level to the next.

Students are given computer instruction as a separate subject. In grades kindergarten, one, and two the computer class is used as a resource center to help reinforce subjects through software and Internet programs. Grades three through eight are taught keyboarding. Using Microsoft Office, grade three uses the Microsoft Publisher program to create various projects. Grade four builds on the skills taught in the previous years and uses the Microsoft PowerPoint program. Students then are taught presentation skills using the SmartBoard. Skill building continues in grade five with the Microsoft Word program. Grade six learns database and merging using Microsoft Access and Microsoft Word. Grade seven uses Microsoft Excel to create tables, cell formulas, and graphing skills. In grade eight, students are proficient in using the Microsoft Office Suite, and have the ability to use the latest technological tools to enhance their learning experience. Saint John the Apostle School attempts to stay current by providing the students with the latest tools and skills in technology.

5. Instructional Methods:

Differentiated instruction is utilized in every grade level to stimulate a student's desire to learn. As the end goal can be similar for every student at a particular grade level, how he or she arrives at that goal is to strike a delicate balance between understanding, ability level, and progress indicators. Assessments can vary in range from oral comprehension of the material to a computer generated and administered assessment.

Student instruction is intended to meet the needs of the individual student. The use of learning centers, hands-on manipulatives, oral presentations, leveled reading groups, and the opportunities to pursue individual interests are a few of the strategies encouraged in the classroom. Additional assistance is provided by two inclusion teachers for students who require support in the classroom environment. Students who qualify for remediation and reinforcement in Basic Skills as a result of their scores on their TerraNova testing receive additional support through the state funded Chapter 192 and 193 program, provided by the Union County Educational Services Commission.

Technology tools utilized in the classroom help to deliver a visually stimulating and motivating environment. The use of technology from SmartBoards to Smart Response provides material that is current and interactive. Each classroom is wired for the Internet, accessible to both students and teachers. From visiting author's websites to animated videos of mathematical concepts, the Internet is a source of information unsurpassed in traditional instruction. Utilizing technological teaching tools, the faculty is able to immediately assess student performance as a means to ensure further success and determine strengths and weaknesses of the classroom population. As a result, this assessment is current and on-going. The use of laptops and digital document readers help students to read text, extend research capabilities, and aid in the use of word processing and the writing process. Saint John the Apostle School's technological capabilities are enhanced and updated through a dedicated staff proficient in today's educational trends and needs.

6. Professional Development:

The Professional Development Program at Saint John the Apostle School is both collaborative and cyclical in nature. Each year the faculty and principal reassess students' strengths and weaknesses to determine a pathway for student and teacher development. In alliance with state and national standards, key indicators of proficiency for specific subjects are then utilized to pinpoint concerns. Once identified, the faculty determines a professionally driven action plan to reinforce or remediate the students' areas of need.

The efforts of the faculty and administration of Saint John the Apostle School have proven successful in the determination of goals and expectations for the staff and students. The Professional Development Committee and faculty have analyzed test scores, classroom strategies, and overall effectiveness of methodology to determine goals that meet the needs of the students.

The results of this analysis are positive. In previously determined academic "weaknesses" in reading and mathematics, there was an increase in TerraNova results by 4% and 11% respectively over 2008-2009 scores. This success was due to the various new strategies and Best Practices implemented by the faculty as well as an increased awareness in the areas of need.

Steps taken to improve overall achievement in reading varied from grade to grade. Strategies placed a greater emphasis on differentiated instruction, re-telling, clarification of context clues, the use of reading manipulatives, and an increase in independent reading programs throughout the school.

In an effort to improve mathematical computation, the faculty reinforces mental mathematics strategies and drills throughout the grades. The students solve mathematical problems using different strategies developed to reach an academically diverse population. Through differentiated instruction, the use of manipulatives, acting problems out, drawing pictures, playing games and modeling, mathematical skills are strengthened.

The faculty ensures their professional growth by attending workshops, sharing of methodologies and Best Practices through Professional Learning Communities, Webinars, and reading professional journals. These pursuits demonstrate a genuine interest in and an awareness of the needs of the student population.

7. School Leadership:

The pastor, Very Reverend Robert McBride JCL, VF, is the canonical administrator of Saint John the Apostle Parish and School. The pastor is responsible for the mission and temporal goods of the school, and delegates the daily operation of the school to the principal, Sister Donna Marie O'Brien, OP. The school also has a strong School Advisory Board which assists the pastor and principal in the areas of finance, marketing, legislative activities, and development. The School Advisory Board is responsible for setting the budget, tuition, and fees each year.

Sister Donna Marie O'Brien, OP is an active visible participant in the routine of the school and greets students, faculty, and parents daily. The principal's availability allows for quick and complete problem solving when conflicts occur. Sister Donna Marie has been named a distinguished principal for Region 3 by the National Catholic Education Association, is a member of the National Catholic Education Association's Principals Academy, and is currently a member of the executive committee of the National Catholic Education Association Department of Boards and Councils. Sister Donna Marie serves on the Board of Trustees of the Link Community School, an independent inner city grade seven and eight school, and is a member of the Board of Trustees' Education Committee.

The principal uses a collaborative approach to leadership. All faculty members serve on various curriculum committees for the school. In developing the curriculum and instruction of the students the school adheres to the Archdiocesan Curriculum Guides as well as to the National Standards. Several members of Saint John the Apostle School have served on committees to develop the Social Studies, Mathematics, and Language Arts curriculums in the Archdiocese of Newark. Each curriculum area is updated every five years with teachers selecting the textbook that is best aligned to national and Archdiocesan standards and TerraNova content.

Teachers of each subject area meet with the principal at least twice a year. The principal has regularly scheduled meetings throughout the year with the Early Childhood Department, (Pre-K and Kindergarten), Primary Departments (grades one through three), Intermediate Departments (grades four and five) and the Middle School (grades six through eight.)

Faculty meetings are used for Professional Development and areas of concern that involve the entire school. The principal respects and regularly solicits the opinions of all faculty members.

PART VI - PRIVATE SCHOOL ADDENDUM

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1. Private school association: Catholic

2. Does the school have nonprofit, tax-exempt (501(c)(3) status? Yes

3. What are the 2009-2010 tuition rates, by grade? (Do not include room, board, or fees.)

<u>\$3520</u>	<u>\$3520</u>	<u>\$3520</u>	<u>\$3520</u>	<u>\$3520</u>	<u>\$3520</u>
K	1st	2nd	3rd	4th	5th
<u>\$3520</u>	<u>\$3520</u>	<u>\$3520</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
6th	7th	8th	9th	10th	11th
<u>\$0</u>	<u>\$0</u>				
12th	Other				

4. What is the educational cost per student? (School budget divided by enrollment) \$4410

5. What is the average financial aid per student? \$396

6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction?
0%

7. What percentage of the student body receives scholarship assistance, including tuition reduction? 4%

PART VII - ASSESSMENT RESULTS

NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 3

Test: TerraNova

Edition/Publication Year: Third
Edition/2008

Publisher: CTB McGraw-
Hill

Scores reported as:
Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	87	86	86	80	86
Number of students tested	34	33	38	32	41
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
2. African American Students					
Average Score	0	0			
Number of students tested					
3. Hispanic or Latino Students					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
4. Special Education Students					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
5. English Language Learner Students					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
6.					
Average Score					
Number of students tested					
NOTES: Beginning with the March 2009 testing program, the schools in the Archdiocese of Newark began using TerraNova, Third Edition. TerraNova, Second Edition was administered in the preceding years.					

11PV112

NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 3

Test: TerraNova

Edition/Publication Year: Third

Publisher: CTB McGraw-

Scores reported as:

Edition/2008

Hill

Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	75	82	74	65	73
Number of students tested	34	33	38	32	41
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
2. African American Students					
Average Score	0	0			
Number of students tested					
3. Hispanic or Latino Students					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
4. Special Education Students					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
5. English Language Learner Students					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
6.					
Average Score					
Number of students tested					
NOTES: Beginning with the March 2009 testing program, the schools in the Archdiocese of Newark began using TerraNova, Third Edition. TerraNova, Second Edition was administered in the preceding years.					

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NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 4

Test: TerraNova

Edition/Publication Year: Third

Publisher: CTB McGraw-

Scores reported as:

Edition/2008

Hill

Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	77	69	75	81	80
Number of students tested	35	39	33	42	44
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
2. African American Students					
Average Score	0	0			
Number of students tested					
3. Hispanic or Latino Students					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
4. Special Education Students					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
5. English Language Learner Students					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
6.					
Average Score					
Number of students tested					
NOTES: Beginning with the March 2009 testing program, the schools in the Archdiocese of Newark began using TerraNova, Third Edition. TerraNova, Second Edition was administered in the preceding years.					

11PV112

NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 4

Test: TerraNova

Edition/Publication Year: Third

Publisher: CTB McGraw-

Scores reported as:

Edition/2008

Hill

Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	75	73	69	76	78
Number of students tested	35	39	33	42	44
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
2. African American Students					
Average Score	0	0			
Number of students tested					
3. Hispanic or Latino Students					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
4. Special Education Students					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
5. English Language Learner Students					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
6.					
Average Score					
Number of students tested					
NOTES: Beginning with the March 2009 testing program, the schools in the Archdiocese of Newark began using TerraNova, Third Edition. TerraNova, Second Edition was administered in the preceding years.					

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NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 5

Test: TerraNova

Edition/Publication Year: Third

Publisher: CTB McGraw-

Scores reported as:

Edition/2008

Hill

Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	72	76	82	86	83
Number of students tested	40	30	39	46	46
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
2. African American Students					
Average Score	0	0			
Number of students tested					
3. Hispanic or Latino Students					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
4. Special Education Students					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
5. English Language Learner Students					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
6.					
Average Score					
Number of students tested					
NOTES: Beginning with the March 2009 testing program, the schools in the Archdiocese of Newark began using TerraNova, Third Edition. TerraNova, Second Edition was administered in the preceding years.					

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NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 5

Test: TerraNova

Edition/Publication Year: Third

Publisher: CTB McGraw-

Scores reported as:

Edition/2008

Hill

Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	75	77	83	84	84
Number of students tested	40	30	39	46	46
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
2. African American Students					
Average Score	0	0			
Number of students tested					
3. Hispanic or Latino Students					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
4. Special Education Students					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
5. English Language Learner Students					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
6.					
Average Score					
Number of students tested					
NOTES: Beginning with the March 2009 testing program, the schools in the Archdiocese of Newark began using TerraNova, Third Edition. TerraNova, Second Edition was administered in the preceding years.					

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NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 6

Test: TerraNova

Edition/Publication Year: Third

Publisher: CTB McGraw-

Scores reported as:

Edition/2008

Hill

Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	68	76	81	78	76
Number of students tested	34	41	41	49	47
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
2. African American Students					
Average Score	0	0			
Number of students tested					
3. Hispanic or Latino Students					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
4. Special Education Students					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
5. English Language Learner Students					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
6.					
Average Score					
Number of students tested					
NOTES: Beginning with the March 2009 testing program, the schools in the Archdiocese of Newark began using TerraNova, Third Edition. TerraNova, Second Edition was administered in the preceding years.					

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NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 6

Test: TerraNova

Edition/Publication Year: Third

Publisher: CTB McGraw-

Scores reported as:

Edition/2008

Hill

Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	74	78	78	70	76
Number of students tested	34	41	41	49	47
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
2. African American Students					
Average Score	0	0			
Number of students tested					
3. Hispanic or Latino Students					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
4. Special Education Students					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
5. English Language Learner Students					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
6.					
Average Score					
Number of students tested					
NOTES: Beginning with the March 2009 testing program, the schools in the Archdiocese of Newark began using TerraNova, Third Edition. TerraNova, Second Edition was administered in the preceding years.					

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NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 7

Test: TerraNova

Edition/Publication Year: Third

Publisher: CTB McGraw-

Scores reported as:

Edition/2008

Hill

Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	83	86	84	83	78
Number of students tested	42	37	43	48	48
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
2. African American Students					
Average Score	0	0			
Number of students tested					
3. Hispanic or Latino Students					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
4. Special Education Students					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
5. English Language Learner Students					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
6.					
Average Score					
Number of students tested					
NOTES: Beginning with the March 2009 testing program, the schools in the Archdiocese of Newark began using TerraNova, Third Edition. TerraNova, Second Edition was administered in the preceding years.					

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NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 7

Test: TerraNova

Edition/Publication Year: Third

Publisher: CTB McGraw-

Scores reported as:

Edition/2008

Hill

Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	77	85	77	80	77
Number of students tested	42	37	43	48	48
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
2. African American Students					
Average Score	0	0			
Number of students tested					
3. Hispanic or Latino Students					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
4. Special Education Students					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
5. English Language Learner Students					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
6.					
Average Score					
Number of students tested					
NOTES: Beginning with the March 2009 testing program, the schools in the Archdiocese of Newark began using TerraNova, Third Edition. TerraNova, Second Edition was administered in the preceding years.					

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